1   the correct orientation associated with them for the first time, it will take a little training to be able to

2   associate the appropriate phoneme with the identified symbol using attentive vision and the left side of

3   their brains before they will be able to read a their peers' level. This process however is much easier than

4   the approach they have been using which is to use pre-attentive vision and their right side of their brains

5   and transferring this information to the left side of the brains to be used with speech, spelling and

6   language functions.

7   While the preferred embodiments have been shown and described, it will be understood that

8   there is no intent to limit the invention by such disclosure, but rather, is intended to cover all

9   modifications and alternate constructions falling within the spirit and scope of the invention as defined

10   in the appended claims.

11   CLAIMS

12   1.   A method for training or testing vision, comprising the following steps:

13   creating a three-dimensional environment including at least two objects of shape, including a first

14   object and a second object, situated before a background;

15   positioning the first object and the second object to produce either movement cues, color cues

16   or depth cues; and

17   viewing the three dimensional environment and studying the response of an individual to viewing

18   the three dimensional environment.

19   2.   The method of claim 1 wherein the space between the first object and the second object is

20   beyond the horizontal angular extent an individual is able to foveat using attentive vision;

21   3.   The method according to claim 2, wherein the horizontal angular extent is 2 degrees of the entire

22   width field viewed by the individual.

1   4.   The method according to claim 2, wherein the first object and the second object are positioned

2   to produce depth cues by varying the depth range difference between the first object and the second

3   object.

4   5.   The method according to claim 2, further including the step of using sound, touch or smell.

5   6.   The method according to claim 4, wherein the depth cues are provide within a range of a pre-

6   attentive depth perception limit.

7   7.   The method according to claim 6, wherein the pre-attentive depth perception limit is

8   approximately 3 arcmin.

9   8.   The method according to claim 4, further including the step of varying the textural contrast

10   between the background and the first and second objects.

11   9.   The method according to claim 8, wherein the step of varying includes varying textural spatial

12   frequency

13   10.   The method according to claim 8, wherein the step of varying includes varying color

14   composition.

15   11.   The method according to claim 8, wherein the step of varying includes varying edge fidelity.

16   12.   The method according to claim 8, wherein the step of varying includes varying noise.

17   13.   The method according to claim 2, further including the step of varying the textural contrast

18   between the background and the first and second objects.

19   14.   The method according to claim 2, wherein the background includes variations.

20   15.   The method according to claim 1, wherein the method is applied in the treatment of dyslexia.

21   16.   The method according to claim 15, wherein the step of studying includes applying the preceding

22   steps to teach individuals to utilize pre-attentive vision in reading.

1   17.   The method according to claim 15, wherein applying includes calibrating attentive vision for

2   orientation determination by transitioning the correctly determined orientation of the pre-attentive vision

3   to the attentive vision of the foveal region.

4   18.   The method according to claim 15, wherein the first object and the second object are similarly

5   shaped, but oriented differently.

6   19.   The method according to claim 15, wherein depth cues and color cues are applied.

7